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ABSTRACT

The Augmentative Communication Profile (ACP) was developed as a tool for monitoring change with students using augmentative communication. The ACP helps teachers and therapists describe the student's present proficiency in augmentative/alternative communication use, analyze the present system's strengths and weaknesses, identify factors necessitating changes, and provide suggestions for individual educational prescriptives for students. The ACP consists of a 64-item questionnaire divided into six components: (1) description of the student, (2) description of the student's vocabulary and communication set, (3) vocabulary development, (4) the communication system, (5) communication interaction, and (6) the listening/communication partner. The document also includes a revised ACP form, a 21-item reference list, charts, and score sheets. (JDD)

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Monitoring Change Through The Augmentative Communication Profile

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Monitoring Change through the Augmentative Communication Profile

Haney and Gill

Objectives of Presentation:

The participants will:

* become familiar with a tool for monitoring change with students using augmentative communication

* be aware that the Augmentative Communication Profile is comprised of six areas: 1) description of the student, 2) description of the student's vocabulary and communication set, 3) vocabulary development, 4) the communication system, 5) communication interaction, and 6) the listening/communication partner

* become aware of problems in design and the importance of a tool to measure or monitor change in behavior of augmentative communication device users

* become aware of a data base design and the possible statistical information to be obtained

Outline

I. The Augmentative Communication Profile

- A. History
- B. Rationale
- C. Development
  1. 1985 Sample
  2. 1986 Field Test
  3. Revision 1988

II. Revision

- A. Terminology
- B. Multiple Communication Modes
- C. Response Hierarchy
- D. Written Communication Only

III. Outcomes

- A. Focus on Student
- B. Information for Staff
- C. Information for Agency
- D. Information for the Field

Monitoring Change Through The Augmentative Communication Profile

Haney and Gill

The Augmentative Communication Profile may be a tool to help teachers and therapists:

1. Describe the student's present proficiency in augmentative/ alternative communication use.

2. Describe the present system's strengths and weaknesses

3. Describe the necessary communication interaction components and their appearance or lack in the child's present system

4. Identify factors that would necessitate changes in the present system and identify factors to suggest features that a future system could include

5. Provide a means for the pre- and post-evaluation of a child's augmentative communication development, use of a system and a proficiency in using the system

6. Provide suggestions and a starting point for individual educational prescriptives for students using augmentative communication systems.

See attached Augmentative Communication Profile, 1986 and Revision 1988.

AUGMENTATIVE COMMUNICATION PROFILE

This PROFILE was developed by:

Colleen A. Haney, Speech Pathologist/Augmentative Communication Specialist

Pennsylvania Special Education Assistive Device Center

March 28, 1988

Commonwealth of Pennsylvania
Robert P. Casey, Governor

Department of Education
Thomas K. Gilhool, Secretary

Office of Basic Education
Donna D. Wall, Commissioner

Bureau of Special Education
Gary J. Makuch, Director

Division of Federal Programs and Special Projects
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G. Edwin Lint, Special Education Adviser
Special Education Resource System

March, 1988

Pennsylvania Department of Education
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AUGMENTATIVE COMMUNICATION PROFILE

Complete each of the eleven items on this page.

1. STUDENT'S NAME:_____ 2. DATE PROFILE COMPLETED:_____
YR. MO. DAY

3. SCHOOL:_____ 4. STUDENT'S DATE OF BIRTH:_____
YR. MO. DAY

5. SCHOOL ADDRESS:_____

_____ 6. I. U. AREA:_____

7. PERSON WHO COMPLETED PROFILE:_____

8. WHAT IS YOUR RELATIONSHIP TO THIS STUDENT?_____

9. HOW LONG HAVE YOU WORKED WITH THIS STUDENT?_____

10. PLEASE CHECK THE COMMUNICATION TECHNIQUE(S) USED BY THE STUDENT **PRIOR** TO LONG-TERM-LOAN ASSISTIVE DEVICE USE. (You will complete the profile based on the student's skills immediately prior to the student's use of the loaned device.)

_____ Functional Speech
_____ Some Functional Speech
_____ Signs and Gestures
_____ Yes/No Signal
_____ Manual Board
_____ Picture/Language Book
_____ Electronic Aid
(Name of Device):
_____
_____

11. PHYSICAL INTERFACE: (What body part or extension of a body part does the child use to activate a device or indicate a selection?)

_____ Pointing with Hand
Headstick, Mouthstick,
Light Pointer or Sensor
_____ Eye Gaze
_____ Switch or Joystick
_____ Other
(Describe):
_____
_____

Please read each question on the following pages carefully and circle the number that **best** applies to the student's communication technique **immediately prior** to long term loan assistive device use.

SECTION ONE: DESCRIPTION OF THE STUDENT

1. **How does the student communicate most often in the classroom?**
   1. Facial expressions
   2. Pointing/gestures/signs
   3. Reliable yes/no
   4. Vocalizations/verbal approximations or only written/printed/typed communication that is not always understandable
   5. Speech or written/printed/typed communication (child uses one or the other consistently)
   6. Speech and written/printed/typed communication (child uses both consistently)

2. **At what level does the student demonstrate reading abilities?**
   1. Below readiness
   2. Prereading/sight words
   3. First or second grade level
   4. Third or fourth grade level
   5. Fifth, sixth or seventh
   6. Above seventh grade

3. **Does the student have any previous experience with any symbol systems?**
   1. None - on picture representation level
   2. Rebus/Picsyms/Blissymbolics
   3. Levels/locations or eye gaze code
   4. Orthography (spelling)
   5. Icons/Minspeak or Lolec/Epson
   6. Morse Code

4. **Has the student had any experience with augmentative communication?**
   1. None
   2. Only experimentally or only in therapy
   3. Used one or more different types but none used outside of therapy
   4. Used a system outside of therapy less than 50% of the time
   5. Used a system outside of therapy more than 50% of the time
   6. Consistently used a system to communicate with speech output as well as used the system to produce written/printed/typed communication more than 50% of the time outside of therapy

5. **What is the student's present symbol system?**
   1. Photographs
   2. Pictures
   3. Symbolic representations: Line Drawings, Rebus, Picsyms, Blissymbolics
   4. Orthography (spelling), written words, phrases
   5. Icons or symbols with more than one meaning
   6. Morse or any coding system

6. **How many symbols or letters does the student presently use?**
   1. Less than 5
   2. Less than 15
   3. Less than 50
   4. More than 50
   5. More than 100
   6. Uses same symbols in more than one way

7. **How many symbols or letters does the student use in sequence?**
   1. At present not using any in sequence
   2. Just beginning to learn sequencing
   3. Using sequencing of 2 symbols or letters
   4. Using sequencing of 3 symbols or letter codes
   5. Using sequencing of 4 symbols or letter codes
   6. Uses at least 5 different, two symbol or more sequences spontaneously

8. **Does the student demonstrate any written or printed communication?**
   1. None
   2. Scribbles
   3. Attempts but not legible
   4. Legible written/printed or typed words
   5. Legible written/printed or typed sentences
   6. Legible written/printed or typed paragraphs of 3 or more sentences

9. **What is the student's present spelling ability?**
   1. None
   2. Child recognizes some of the alphabet
   3. Child recognizes some sight words
   4. Spelling abilities of the 1st to 2nd grade
   5. Spelling abilities of the 3rd to 5th grade
   6. Spelling abilities above the 5th grade

10. **What is the student's present pointing/selecting response?**
    1. Needs to be trained/points or selects in imitation
    2. Points/selects on request "show me", or "touch", "find" the appropriate symbol (labeling)
    3. Points/selects in response to question by pointing or selecting symbol to answer the question
    4. Points/selects symbol set spontaneously to request an item
    5. Points/selects symbol set to spontaneously comment
    6. Points/selects a symbol set to converse with another in a turn taking manner

11. **What level of motivation to communicate is demonstrated by the student?**
    1. No apparent desire
    2. Inconsistent < 25%
    3. Desire apparent 25% of the time
    4. Desire apparent 50% of the time
    5. Desire apparent 75% of the time
    6. Desire apparent 90% of the time

12. **How much frustration does the student appear to experience when trying to communicate with his/her current communication technique?**
    1. Almost always
    2. Frustration 75% of the time
    3. Frustration 50% of the time
    4. Frustration 25% of the time
    5. Frustration less than 25% of the time
    6. Almost never, less than 5% of the time

13. **How much of the student's present communication would someone unfamiliar to the student understand?**
    1. None
    2. Less than 25%
    3. Less than 50%
    4. 50%
    5. More than 50%
    6. Almost all of the student's communication or at least 90%

14. **To what degree does the student demonstrate understanding of the operation of his/her current communication technique?**
    1. Does not seem interested in the system at this time
    2. Turns on system, attends to the display symbols
    3. Finds proper vocabulary selection
    4. Learns location of individual items
    5. Uses the system to communicate
    6. Demonstrates increased speed in operation

15. **How many different possible communication environments (school, home, van, neighbor's, doctor's, relative's, outings, restaurants) does the student have in a week?**
    1. Less than 2
    2. More than 3
    3. More than 5
    4. More than 8
    5. More than 10
    6. More than 15

SECTION TWO: DESCRIPTIONS OF THE STUDENT'S VOCABULARY AND COMMUNICATION SET

16. **How many different words does the student apply with his/her current communication technique?**
    1. < 10
    2. < 20
    3. < 50
    4. < 100
    5. < 400
    6. > 400

17. **What is the student's present structure of language?**
    1. Utterances and sounds only
    2. One word responses
    3. Simple, active, declarative phrases, sentences
    4. More complex but with omissions and some word order difficulty
    5. Includes all structural elements
    6. Shows mature patterns that are more complex and includes clauses

18. **What is the highest level of parts of speech that the student presently uses in communication?**
    1. Simple nouns or verbs
    2. Simple nouns plus verbs
    3. Adjectives and prepositions
    4. Articles and pronouns
    5. Verbs with endings: -s, -ing, -ed, irregulars
    6. Conjunctions and complex clauses

19. **What is the student's present and usual length of response?**
    1. Nonverbal
    2. Verbal approximation or written/printed/typed but is not understood
    3. Speech or printed/written/typed response of single words
    4. Speech or printed/written/typed response of more than 3 words
    5. Speech or printed/written/typed response of more than 5 words
    6. Speech or printed/written/typed response of more than 7 words

20. **How much personal identifying information can the student express with his/her current communication technique?**
    1. None
    2. Name
    3. Full name, address, age, and/or birthday
    4. Answer basic questions about self and family
    5. Ask questions
    6. Initiates conversations

21. What is the student's present rate of learning new symbols?
    1. Has no symbol set
    2. 1 per month
    3. Less than 5 per month
    4. Approximately 5-10 per month
    5. More than 3 per week
    6. Very rapid, growing by the day

22. **For how many different communication environments (gym, classroom, home, restaurant, Music class) does the child have existing vocabulary units (pages, pictures, special words or phrases)?**
    1. Communication environments not identified
    2. Has vocabulary for only 1 environment
    3. Has vocabulary for at least 2 environments
    4. Has vocabulary for less than 5 environments
    5. Has vocabulary for more than 5 environments
    6. Has vocabulary for more than 10 environments

SECTION THREE: VOCABULARY DEVELOPMENT

23. **What method does the student have to express "sports"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

24. **What method does the student have to express "friends"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

25. **What method does the student have to express "jokes"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

26. **What method does the student have to express "clothes"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

27. **What method does the student have to express "school activities"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

28. **What method does the student have to express "complaints"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

29. **What method does the student have to express "music"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

30. **What method does the student have to express "girlfriend/boyfriend"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

31. **What method does the student have to express "academic work/school subjects"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

32. **What method does the student have to express "food"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

33. **What method does the student have to express "positioning/comfort"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

34. **What method does the student have to express "leisure time activities: books, games, TV, movies..."?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

35. **What method does the student have to express "thanks"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

36. **What method does the student have to express "dressing"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

37. **What method does the student have to express "toileting"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

38. **What method does the student have to express "medical needs"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

39. **What method does the student have to express "travel"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

40. **What method does the student have to express "special interests"?**
    1. None
    2. Nonvocal, gestures, signs, facial expressions or points to communication board
    3. Limited speech output with less than 2 choices for this topic
    4. Speech output with more than 2 choices for this topic
    5. Speech output plus printed/typed/written output
    6. Speech output plus printed/typed/written output with more than 5 choices for this topic

SECTION FOUR: THE COMMUNICATION SYSTEM

41. **What is the highest level of response enabled by the student's current communication technique?**
    1. Speech or written/printed/typed communication
    2. Speech plus a print display of some kind
    3. Speech or written/typed/printed communication plus a method for the student to repeat his/her response without repeating the whole process again
    4. Speech or written/typed/printer communication plus a method for producing a hard copy printout on paper
    5. Speech or written/typed/printed communication plus a method for computer access
    6. Speech and written/typed/printed communication with computer access, and a means for environmental control/telephone communication

42. **How does the current communication technique appear to meet the student's communication needs?**
    1. Does not meet needs
    2. Meets very basic needs without speech or printed/typed/written output
    3. Speech output for only basic needs
    4. Speech and printed/typed/written output for basic needs
    5. Speech and printed/typed/written output for most of needs 75% of the time
    6. Speech and printed/typed/written output for most of needs and desires 90% of the time

43. **How fatiguing does the current communication technique appear to be to the student?**
    1. Extremely, student can only use system for less than 10 minutes
    2. Student can work for short periods of 20 minutes
    3. Student can work for periods of 30 minutes
    4. Student can work for periods of 40 minutes
    5. Student can work for periods of 50 to 60 minutes without a rest
    6. Student can work for long periods of time, over an hour without a rest

44. **How restricting is the current communication technique to the student? (size, shape, portability, power source...)**
    1. In all situations
    2. In most situations
    3. In many situations
    4. In a few situations
    5. In a very few situations
    6. Presents no real problem in most situations

45. **What is the intelligibility of the speech output of the student's current communication technique to familiar listeners?**
    1. Present system has no speech
    2. Totally unintelligible
    3. < 25% intelligible 90% of the time
    4. 50% intelligible 90% of the time
    5. 75% intelligible 90% of the time
    6. 90% intelligible 90% of the time

46. **What is the rate of communication with the current communication technique?**
    1. May take any varied amount of time because communication is unclear and may require several questions or guesses
    2. Within 4 minutes per communication 75% of the time
    3. Within 2 minutes per communication 75% of the time
    4. Within 1 minutes per communication 50% of the time
    5. Within 1 minute per communication 75% of the time
    6. Less than 1 minute 75% of the time

47. **Does the student's current communication technique appear to provide the student with any satisfaction or enjoyment?**
    1. 0%, no noticeable satisfaction or enjoyment
    2. 10%, very minimal because system is not always understood and this leads to dissatisfaction
    3. 25%, minimal satisfaction because system is very limited
    4. 50%, some satisfaction but not necessarily enjoyment for the sake of communication
    5. 75%, satisfaction and beginning development of enjoyment and pleasure from communicating
    6. 90%, satisfaction and enjoyment most of the time

48. **How does the current communication technique provide appropriate output for telephone conversations or letter writing, note taking, games and entertainment or access to other databases?**
    1. Has none
    2. Someone else speaks on the phone or writes message for the student
    3. Student puts system near phone to produce speech output or types/prints/writes own message
    4. System produces speech for phone and printed/typed/written for letter writing, note taking
    5. System has speech, printer, abbreviation system for note taking and computer access
    6. System has all the capacities for the above mentioned tasks and are accessed easily so that the student may use them

SECTION FIVE: COMMUNICATION INTERACTION

49. **How often does the student usually respond to communication/interaction?**
    1. 0%, never
    2. 10%, seldom
    3. 25%, occasionally
    4. 50%, frequently
    5. 75%, almost always
    6. 90%, every chance he/she gets

50. **Does the student initiate communication/interaction?**
    1. 0%, never
    2. 10%, seldom
    3. 25%, occasionally
    4. 50%, frequently
    5. 75%, almost always
    6. 90%, every chance he/she gets

51. **How does the student use his/her current communication technique to initiate interaction?**
    1. Uses nonverbals only
    2. Uses vocal approximations only
    3. Uses speech output or written/printed/typed output only
    4. Uses more than one method to initiate
    5. Uses one or more methods to express more than one type of initiation
    6. Several different kinds of initiations and uses them effectively (let me tell you about..., Do you have a minute, did you hear about..., What's new?...) 90% of the time

52. **How does the student interact with peers?**
    1. Does not attempt to communicate unless approached first
    2. Depends on the teacher/therapist or another student to do the interpreting and initiating
    3. Mostly nonverbally with gestures, facial expressions
    4. Verbal approximation or written/printed/typed communication that is not always legible or intelligible
    5. Independent use of a communication board or legible written/printed/typed communication
    6. Speech output

53. **How does the student demonstrate awareness of the listener's attention?**
    1. 0%, no awareness of the listener
    2. 10%, student just speaks, vocalizes, gestures without effort to evoke understanding from the listener
    3. 25%, makes limited attempts to adjust to the listener
    4. 50%, is beginning to understand the importance of attempting to adjust to the listener
    5. 75%, makes definite attempts to pace communication for the listener most of the time
    6. 90%, knows the importance and the need to make self clearly understood to the listener and demonstrates it 90% of the time

54. **How does the student use his/her current communication technique to ask questions?**
    1. Does not have a means for question asking
    2. Uses facial expressions or gesture and the listener guesses
    3. Has the symbols or vocabulary for questions but rarely uses them
    4. Asks questions using speech or written/printed/typed form but in incomplete or simple phrases
    5. Asks questions using speech output or written/printed/typed form in complete phrases
    6. Has the means, ability and flexibility to ask most types and kinds of questions and uses this skill 90% of the time

55. **How does the student gain attention?**
    1. Uses nonverbals only
    2. Uses vocal approximations only
    3. Uses speech output or written/printed/typed output only
    4. Uses more than one method to interrupt
    5. Uses one or more methods to express more than one type of interruption
    6. Several different kinds of interruptions and uses them effectively (would you excuse me..., pardon me..., Just a minute...) 90% of the time

56. **How does the student protest?**
    1. Uses nonverbals only
    2. Uses vocal approximations only
    3. Uses speech output or written/printed/typed output only
    4. Uses more than one method to interrupt
    5. Uses one or more methods to express more than one type of protesting
    6. Several different kinds of protesting and uses them effectively 90% of the time

57. **How does the student express "partings"?**
    1. Uses nonverbals only
    2. Uses vocal approximations only
    3. Uses speech output or written/printed/typed output only
    4. Uses more than one method to part
    5. Uses one or more methods to express more than one type of parting
    6. Several different kinds of partings and uses them effectively (see you later, gotta' go, good bye...) 90% of the time

58. **Does the student request clarification from communication partners? (would you please say that again, please repeat, I didn't understand, do you mean..., do you understand...)**
    1. No
    2. Uses nonverbals only
    3. Uses vocal approximations only
    4. Uses speech output or written/printed/typed output only
    5. Uses more than one method to clarify
    6. Uses one or more methods to express more than one type of clarification or understanding 90% of the time

59. **How has the student used his/her current communication technique?**
    1. Single person, face to face
    2. Individual person not necessarily right beside student, a few feet away or with listener's back turned
    3. With two familiar people at the same time
    4. With small group
    5. With unfamiliar person
    6. With unfamiliar persons or familiar group larger than 3

SECTION SIX: THE LISTENING/COMMUNICATION PARTNER

60. **How do you usually understand the student?**
    1. I usually read the student's actions or behaviors to understand
    2. I usually ask the student yes/no questions to clarify
    3. I listen to the student's approximations or read the printed/written approximations and then ask questions to clarify
    4. I read the student's communication board symbols or printed/written/typed communication and then ask questions to clarify
    5. I hear the student's output and check the display or printout and then ask questions to clarify
    6. I usually understand the student without having to clarify 90% of the time

61. **How much of the student's communication is understood by classmates?**
    1. 0%, peers don't seem to communicate with him/her
    2. < 20% difficult because peers can't read symbols or words and there is no speech output
    3. 20% to 50%, 90% of the time
    4. 50% to 75%, 90% of the time
    5. 75% to 90%, 90% of the time
    6. > 90%, most of the communication is readily and easily understood at least 90% of the time

62. **How often do peers, classmates, friends attempt to communicate with student?**
    1. 0% of the time or almost never
    2. 25% of the time or seldom
    3. 50% of the time or occasionally
    4. 75% of the time or frequently
    5. 90% of the time or often
    6. > 90% of the time or many times throughout the day

63. **How much of the child's communication interaction appears to be understood by those <u>unfamiliar</u> to the child?**
    1. 0%
    2. < 25%
    3. 25-50%
    4. 50-75%
    5. 75-90%
    6. > 90% understood, 90% of the time

64. **How many persons (familiar and unfamiliar) appear to have successful communication interactions with the student each day?**
    1. 0 to 2
    2. 3 to 4
    3. 5 to 8
    4. 9 to 14
    5. 15 to 20
    6. 21 or more

Student Name:_____

School Address:_____

_____

Cycle:_____Grant#:_____

Student Age:_____Date of Birth:_____

Manager:_____

AUGMENTATIVE COMMUNICATION PROFILE (Revised)

Pennsylvania Special Education Assistive Device Center
Revised Edition - September 1988

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Colleen Haney

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NAME:_____

AUGMENTATIVE COMMUNICATION PROFILE - REVISED

Please complete all of the items below. It is important that all requested information be provided. Please use the COMMENTS section to include any pertinent clarifying information. Thank you!

Primary Disability as Listed on the IEP:

Learning Disabilities	_____	Mild Mental Retardation	_____
Severe Mental Retardation	_____	Moderate Mental Retardation	_____
Physically Handicapped	_____	Gifted	_____
Hearing Impairments	_____	Visual Impairments	_____
Social and Emotional Disabilities	_____	Brain Injury	_____
		Autism	_____

Other:_____

Date of most recent psychological testing:_____

Psychologist evaluating:_____

Educationally Pertinent Medical Diagnoses: (e.g. spastic quadriplegia, severe hearing loss, etc.)

_____

_____

Current Educational Assignment (as appears on NORA: Notice of Recommended Assignment): Please include grade, classification (regular, LD, TMR, etc.), classroom type (self-contained, resource room, etc.)

Level:	Preschool_____	Elementary_____	Secondary_____	Grade School_____
Classification:	LD_____	EMR_____	TMR_____	SPMR_____
	Gifted_____	Physically Handicapped_____		SED_____
	Regular Ed_____			
Class Type:	Self-contained_____	Resource Room_____		
	Part-time_____	Full-time_____	Center-based_____	

NAME:_____

Extent of Integration with Non-Disabled Peers: (during school day): .

Hours/day:_____ Hours/week:_____

Integrated for_____

_____

(list classes, activities)

Person Completing this Profile:_____

Relationship to Student:_____

Length of time you have worked with this student:_____

Please fill in the spaces with number of vocabulary items **used** by the student and the number which the student is able to combine to form messages, (whether phrases, sentences, or telegraphic messages.

Communication Techniques Used	**# of Vocabulary Items of this type**	**#used in sequence**
Verbal Approximations (having agreed-upon meaning and intelligible to familiar listeners	_____	_____
Intelligible Spoken Words	_____	_____
Gestures/Idiosyncratic Signs (common gestures and signals with meaning known to familiar partners)	_____	_____
Formal Sign Language (such as ASL or SEE)	_____	_____
Picture/Graphic Systems		
Photographs	_____	_____
Drawings	_____	_____
*graphic symbols	_____	_____
Phrases (in print)	_____	_____
Words (in print)	_____	_____
Letters	_____	_____
Average length of message using combination of above technique	_____	_____

*Please specify graphic symbol used, e.g., Bliss Board, photos, eye gaze board, etc.

NAME:_____

Yes/No Signals
Specify means used to indicate yes or no, using above categories

_____

_____

Consistent? Yes_____ No_____ Reliable? Yes_____ No_____

Assistive Devices Used Prior to Long Term Loan: Specify:

_____

_____

Assistive Devices Currently Used:

_____

_____

Assistive Devices on Long Term Loan:

_____

_____

Student's Most Effective System(s)?

_____

_____

NAME:_____

SECTION ONE: DESCRIPTION OF THE STUDENT

1. **At what level does the student demonstrate reading abilities?**

   1. Below readiness
   2. Prereading/sight words
   3. First or second grade level
   4. Third or fourth grade level
   5. Fifth, sixth or seventh
   6. Above seventh grade

2. **Does the student have any previous experience with any graphic symbol systems?**

   1. None - on picture representation level
   2. Rebus/Picsyms/Blissymbolics
   3. Levels/locations or eye gaze code
   4. Orthography (spelling)
   5. Icons/Minspeak or Lolec/Epson
   6. Morse Code

3. **To what extent has the student used augmentative communication techniques (listed on page 3)?**

   1. None
   2. Only experimentally or only in therapy
   3. Used one or more different types but none used outside of therapy
   4. Used a communication technique outside of therapy or classroom less than 50% of time
   5. Used a communication technique outside of therapy or classroom more than 50% of time
   6. Consistently used a system to communicate with speech output as well as used the system to produce written/printed/typed communication more than 50% of the time outside of therapy or classroom

4. **What is the student's current graphic symbol system?**

   1. None
   2. Pictures, photographs
   3. Symbolic representations: Line Drawings, Rebus, Picsyms, Blissymbolics
   4. Orthography (spelling), written words, phrases
   5. Icons or symbols with more than one meaning
   6. Morse or any coding system

5. **Does the student demonstrate any written or printed communication?**

   1. None
   2. Scribbles
   3. Attempts but not legible
   4. Legible written/printed or typed words
   5. Legible written/printed or typed sentences
   6. Legible written/printed or typed paragraphs or 3 or more sentences

6. **What is the student's present spelling ability?**

1. None
2. Child has limited rote spelling
3. Spelling abilities of the 1st to 2nd grade
4. Spelling abilities of the 3rd to 5th grade
5. Spelling abilities of the 5th to 7th grade
6. Spelling abilities at the 8th grade and above

7. **What is the student's current pointing/selecting pattern?**

1. Needs to be trained/points or selects in imitation
2. Points/selects on request "show me", or "touch", "find" the appropriate symbol (labeling)
3. Point/selects in response to question by pointing or selecting symbol to answer the question
4. Points/selects symbol set spontaneously to request an item
5. Points/selects symbol set to spontaneously comment
6. Points/selects a symbol set to converse with another in a turn-taking manner

8. **What level of motivation to communicate is demonstrated by the student?**

1. No apparent desire
2. Inconsistent <25%
3. Desire apparent 25% of the time
4. Desire apparent 50% of the time
5. Desire apparent 75% of the time
6. Desire apparent 90% of the time

9. **How much frustration does the student appear to experience when trying to communicate with his/her current communication technique?**

1. Almost always
2. Frustration 75% of the time
3. Frustration 50% of the time
4. Frustration 25% of the time
5. Frustration less than 25% of the time
6. Almost never, less than 5% of the time

10. **How much of the student's current communication would someone who is unfamiliar to the student understand?**

1. None
2. Less than 25%
3. Less than 50%
4. 50%
5. More than 50%
6. Almost all of the student's communication or at least 90%

11. **To what degree does the student demonstrate understanding of the operation of his/her Long Term Loan device?**

1. First year NA
2. Does not seem to understand the operation of the device
3. Turns on system, attends to the display symbols
4. Finds proper vocabulary selection and learns location of individual items
5. Understands how to use the system in appropriate situations
6. Demonstrates increased speed in operation

12. **How many different possible communication environments (school, home, van neighbor's, doctor's, relative's, outings, restaurants) does the student have in a week?**

1. Less than 2
2. More than 3
3. More than 5
4. More than 8
5. More than 10
6. More than 15

SECTION TWO: DESCRIPTIONS OF THE STUDENT'S VOCABULARY AND COMMUNICATION SET

13. **Using all of his/her current communication techniques, what is the complexity of language demonstrated by the student?**

1. Vocal approximations or sounds only
2. Single words
3. Telegraphic phrases and sentences
4. Complete simple, declarative sentences
5. More complex sentences with phrases
6. Mature patterns that are complex, include clauses and all structural elements

14. **Using all of his/her communication techniques, what is the student's usual length of response?**

1. One word
2. Two words
3. Three words
4. Four words
5. Five words
6. Six words or more

15. **How much personal identifying information can the student express with his/her current communication technique upon meeting a new person?**

1. None
2. Name
3. Full name, address, age, and/or birthday
4. Answer basic questions about self and family
5. Ask questions
6. Initiates conversations

16. **What is the student's current rate of learning new vocabulary?**

1. Has no symbol set/no new vocabulary learned in past month
2. 1 per month
3. Less than 5 per month
4. Approximately 5-10 per month
5. More than 3 per week
6. Very rapid, growing continually

17. **For how many different communication environments (gym, classroom, home, restaurant, music class) does the child have existing vocabulary units (pages, pictures, special words or phrases)?**

1. Vocabulary not yet geared toward a particular environment
2. Has vocabulary for use in one environment
3. Has vocabulary for use in two environment
4. Has vocabulary for use in three environment
5. Has vocabulary for use in four or more environments
6. Has vocabulary that is appropriate for use in any environment

SECTION THREE: VOCABULARY DEVELOPMENT

18. **What technique does the student have to express: sports?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to nonelectronic board
3. Vocal output for one choice for this topic
4. Vocal output with more than two choices for this topic
5. Vocal output plus printed/typed/written output for two choices about this topic
6. Vocal output plus printed/typed/written output for two or more choices about this topic

19. **What technique does the student have to express: friends?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

20. **What technique does the student have to express: jokes?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

21. **What technique does the student have to express: clothes?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

22. **What technique does the student have to express: school activities?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

23. **What technique does the student have to express: complaints?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

24. **What technique does the student have to express: music?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

25. **What technique does the student have to express: girlfriend/boyfriend?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

26. **What technique does the student have to express: academic work/school subjects?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

27. **What technique does the student have to express: food?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

28. **What technique does the student have to express: positioning/comfort medical needs?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

29. **What technique does the student have to express: leisure time activities (books, games, TV, movies...)?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

30. **What technique does the student have to express: thanks?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

31. **What technique does the student have to express: dressing?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

32. **What technique does the student have to express: toileting?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

33. **What technique does the student have to express: travel?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

34. **What technique does the student have to express: special interests?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

35. **What technique does the student have to express grammatic markers such as plurals, articles, verb endings, -ing, irregulars, conjunctions and complex clauses?**

1. None
2. Nonvocal, gestures, signs, facial expressions or points to communication board
3. Limited speech output with less than 2 choices for this topic
4. Speech output with more than 2 choices for this topic
5. Speech output plus printed/typed/written output
6. Speech output plus printed/typed/written output with more than 5 choices for this topic

SECTION FOUR: THE COMMUNICATION SYSTEM. (Note: includes all the techniques a student uses to communicate at the present time.

36. **What type of output is possible using the student's current communication technique?**

1. No vocal or printed output; listener must read or interpret
2. Vocal output of written/printed/typed communication
3. Vocal output plus a print display such as liquid crystal display
4. Vocal output, print display plus hard copy capabilities
5. Vocal output, printed display, hard copy, plus a method for computer access
6. Vocal output, printed display, hard copy, computer access and a means for environmental control or telephone communication

37. **Which output(s) available to the student is/are currently in use?**

1. No vocal or printed output; listener must read or interpret
2. Vocal output of written/printed/typed communication
3. Vocal output plus a print display such as liquid crystal display
4. Vocal output, print display plus hard copy capabilities
5. Vocal output, printed display, hard copy, plus a method for computer access
6. Vocal output, printed display, hard copy, computer access and a means for environmental control or telephone communication

38. **How physically fatiguing does the current communication technique appear to be to the student?**

1. Use of system is exhausting to the student
2. Student can use the system for less than 10 minutes without fatiguing
3. Student can use the system for 10 to 20 minutes
4. Student can use the system for 10 to 20 minutes without rest
5. Student can use the system for up to 30 minutes without rest
6. Student is able to use the system without tiring

39. **How restricting is the current communication system to the student? (size, shape, portability, power source...)**

1. Cannot be moved
2. Cannot be moved by student, someone else must transport for student
3. Can be moved but limits student's workspace
4. Student can manipulate to move in and out of workspace
5. Student can independently transport but cannot use during transit
6. Student can manipulate device in and out of work space, transport independently and use system during transit

40. **What is the intelligibility of the speech output of the student's current communication system to unfamiliar listeners?**

1. Present system has no speech output
2. Totally unintelligible
3. <25% intelligible
4. 50% intelligible
5. 75% intelligible
6. 90% intelligible

41. **What is the rate of transmission of a single message with the current communication system?**

1. Amount of time varies because communication is unclear and may require several questions or guesses
2. Within 4 minutes per single message 75% of the time
3. Within 2 minutes per single message 75% of the time
4. Within 1 minute per single message 50% of the time
5. Within 1 minute per single message 75% of the time
6. Less than 1 minute 75% of the time

42. **Does the student's current communication technique appear to provide the student with any satisfaction or enjoyment?**

1. 0%, no noticeable satisfaction or enjoyment
2. 10%, very minimal because system is not always understood and this leads to dissatisfaction
3. 25%, minimal satisfaction because system is very limited
4. 50%, some satisfaction but not necessarily enjoyment for the sake of communication
5. 75%, satisfaction and beginning development of enjoyment and pleasure from communicating
6. 90%, satisfaction and enjoyment demonstrated as a result of communicative success

43. **How does the current communication technique provide appropriate output for telephone conversations or letter writing, note taking or access to other databases?**

1. Has none
2. Someone else speaks on the phone or writes message for the student
3. Student puts system near phone to produce speech output or types/prints/writes own message
4. System produces speech for phone and printed/typed/written for letter writing, note taking
5. System has speech, printer, abbreviation system for note taking and computer access which are not easily used by the student
6. System has all the capacities for the above mentioned tasks and are accessed easily so that the student may use them

SECTION FIVE: COMMUNICATION INTERACTION

44. **How often does the student usually respond to communication/interaction?**

1. 0%, never
2. 10%, seldom
3. 25%, occasionally
4. 50%, frequently
5. 75%, almost always
6. 90%, every chance he/she gets

45. **Does the student initiate communication/interaction?**

1. 0%, never
2. 10%, seldom
3. 25%, occasionally
4. 50%, frequently
5. 75%, almost always
6. 90%, every chance he/she gets

46. **How does the student use his/her current communication system to initiate interaction?**

1. Uses nonverbals only
2. Uses vocal approximations only
3. Uses speech output or written/printed/typed output only
4. Uses more than one of the above to gain listener's attention
5. Gains listener's attention and uses more than one method to initiate a desired topic
6. Gains listener's attention and uses more than one method to initiate a desired topic in a manner matched to the particular listener and situation (Let me tell you about...Do you have a minute...Did you hear about...What's new?...Hey...)

47. **How does the student interact with peers?**

1. Does not attempt to communicate unless approached first
2. Depends on the teacher/therapist or another student to do the interpreting and initiating
3. Mostly nonverbally with gestures, facial expressions
4. Verbal approximation or written/printed/typed communication that is not always legible or intelligible
5. Independent use of a communication board or legible written/printed/typed communication
6. Independent use of vocal output technique to communicate intended message

48. **How does the student demonstrate awareness of the listener's attentiveness?**

1. 0%, no awareness of the listener
2. 10%, student just speaks, vocalizes, gestures without effort to evoke understanding from the listener
3. 25%, makes limited attempts to adjust to the listener
4. 50%, is beginning to understand the importance of attempting to adjust to the listener
5. 75%, makes definite attempts to pace communication for the listener most of the time
6. 90%, knows the importance and the need to make self clearly understood to the listener and demonstrates it 90% of the time

49. **How does the student use his/her current communication technique to ask questions?**

1. Does not have a means for question asking
2. Uses facial expressions or gesture and the listener guesses
3. Has the symbols or vocabulary for questions but rarely uses them
4. Combines facial expressions and/or gestures with existing symbols and vocabulary to formulate questions
5. Asks questions using speech output or written/printed/typed form in complete phrases
6. Has the means, ability and flexibility to ask most types and kinds of questions and uses this skill 90% of the time

50. **How does the student protest?**

1. Does not protest
2. Protests using nonverbals and/or vocal output
3. Uses speech output or written/printed/typed
4. Combines speech output with nonverbal
5. Uses combination and has more than one type of protesting
6. Uses combination, has several different kinds of protesting and uses them in a manner matched to the particular situation and listener (No, I don't want to do that...No, [graphic expletive]...Bug off!...)

51. **How does the student express "partings"?**

1. Does not express "partings"
2. Expresses partings using nonverbals and/or vocalizations
3. Uses speech output or written/printed/typed
4. Combines speech output with nonverbal
5. Uses combination and has more than one way of expressing partings
6. Uses combination, has several different kinds of protesting and uses them in a manner matched to the particular situation and listener (See you later...Nice meeting you...)

52. **Does the student request clarification from communication partners (would you please say that again...please repeat...I didn't understand...do you mean...do you understand...)?**

1. Does not request clarification
2. Requests clarification using nonverbals and/or vocalizations
3. Uses speech output or written/printed/typed
4. Combines speech output with nonverbal
5. Uses combination and has more than one way of requesting clarification
6. Uses combination, has several different ways of requesting clarification and uses them in a manner matched to the particular situation and listener

53. **How does the child use his/her current communication technique to interrupt?**

1. Does not interrupt
2. Interrupts using nonverbals and/or vocalizations
3. Uses speech output or written/printed/typed
4. Combines speech output with nonverbal
5. Uses combination and has more than one way of interrupting
6. Uses combination, has several different ways of interrupting and uses them in a manner matched to the particular situation and listener

54. **How has the student used his/her current communication system?**

1. In interaction with a single person, face to face
2. In interaction with an individual person not necessarily right beside student, a few feet away or with listener's back turned
3. In interaction with two familiar people at the same time
4. In interaction with a small group
5. In interaction with an unfamiliar person
6. In interaction with unfamiliar persons or familiar group larger than three

55. **How does the student react when attempts to communicate are misunderstood or unsuccessful?**

1. Outburst or "shuts down" and won't attempt a second trial
2. Agrees to whatever listener guesses even when it is incorrect
3. Quits or stops, lets listener do the guessing
4. Repeats once or more and then quits or keeps repeating the same message until listener figures it out or gives up
5. Attempts to switch systems (such as attempt to vocalize or point to item in room or to refer back to another system such as spelling or communication board)
6. Attempts to expand original attempt or rephrases using his/her present means

SECTION SIX: THE LISTENING/COMMUNICATION PARTNER

56. **How do you usually understand the student?**

1. I usually read the student's actions or behaviors to understand
2. I usually ask the student yes/no questions to clarify
3. I listen to the student's approximations and then ask questions to clarify
4. I read the student's communication board symbols or printed/written/typed communication and then ask questions to clarify
5. I hear the student's output and check the display or printout and then ask questions to clarify
6. I usually understand the student without having to clarify 90% of the time

57. **How much of the student's communication is understood by classmates?**

1. 0%, peers don't seem to communicate with him/her
2. <20%, difficult, because peers need some interpretation by adult
3. 20% to 50%, because peers need some interpretation by adult
4. 50% to 75%, peers begin to understand by asking clarifying questions
5. 75% to 90%, peers understand with minimal questions or interpretations
6. Communication is readily and easily understood at least 90% of the time

58. **How often do peers, classmates, friends attempt to communicate with student?**

1. 0% of the time or almost never
2. 25% of the time or seldom
3. 50% of the time or occasionally
4. 75% of the time or frequently
5. 90% of the time or often
6. >90% of the time consistently throughout the day

59. **How much of the child's communication interaction appears to be understood by those *unfamiliar* to the child?**

1. 0%
2. <25%
3. 25-50%
4. 50-75%
5. 75-90%
6. >90% understood, 90% of the time

60. **How many persons (familiar and unfamiliar) appear to have successful communication interactions with the student each day?**

1. 0 to 2
2. 3 to 4
3. 5 to 8
4. 9 to 14
5. 15 to 20
6. 21 or more

COMMENTS:

REFERENCES FOR AUGMENTATIVE COMMUNICATION PROFILE

1. Williams and Wilkins, **Augmentative and Alternative Communication:** Baltimore, MD, 1985.

2. Blackstone, S., Cassatt-Jones, C., and Isaacson, R., **Structured Contents for the Study of Communicative Use in Augmentative Communication:** The John F. Kennedy Institute for Handicapped Children, Baltimore, MD.

2a. Bolton, S. and Dashiell, S., **Interaction Checklist for Augmentative Communication**, First Edition, 1984. Inch Associates, Huntington Beach, CA.

2b. Buzolich, M., **Questionaire for Observers: Forced Choice Judgements**, (UP-1983).

2c. Buzolich, M., **Questionaire for Observers: Scaled Competency Measures**, (UP-1983).

3. Capozzi, M. and Mineo, B., **Nonspeech Language and Communication Systems**, *Language Disorders in Children*, College Hill Press, San Diego, CA, 1984.

4. Shane, H., **Communication Questionaire**, The Children's Hospital Medical Center, Communication Enhancement Clinic, Boston, MA, 1980.

4a. Eddins, C. and Fleming, M., **Communicative Behavior Inventory**, (UP-1983).

5. Hinchliffe, M., **Updates on Augmentative Communication: Systems, Evaluations, Intervention & Funding**, paper delivered for Pa. Department of Public Welfare, Third Annual Speech & Hearing Conference of Mental Retardation Centers, October 24-25, 1985.

6. ***Language, Speech and Hearing in Schools:*** 1981, 12 (4).

6a. Mills, J. and Higgins, J., **Interactive Assessment**, from Non-oral Communication Assessment, 1983.

7. Musselwhite, C. and St. Louis, K., **Communication Programming for the Severely Handicapped: Vocal and Non-Vocal Strategies**. College-Hill Press, Houston, TX, 1982.

8. Owens, R. and House, L., **Decision-Making Processes in Augmentative Communication**, *Journal of Speech and Hearing Disorders*, 49, 1, 1984.

9. Stuart, Sheela, **Problem #16: Non-Speech Communication**, Children's Hospital and School, Sioux Falls, SD, 1980.

10. Silverman, F., **Communications for the Speechless**, Prentice-Hall, Englewood Cliffs, NJ, 1981.

11. Simon, C., **Evaluating Communicative Competence**, Communication Skill Builders, Inc., 1984.

12. Montgomery, Judy, **Survey of Social & Emotional Behaviors**, Non-oral Communication Center, Title IV-C, Plavan School in Non-Oral Communication, *A Training Guide for the Child without Speech*, Fountain Valley, CA, 1980.

13. **Topics in Language Disorders:** Aspen Systems Corporation, 1981.

14. Vanderheiden, G. and Harris-Vanderheiden, D., **Communication Techniques and Aids for the Non-Vocal Severely Handicapped**. *Communication Assessment and Intervention Strategies*, University Park Press, Baltimore, MD, 1976.

15. Wasson, P., **Interaction Inventory Goal Placement Survey:** Communication Boards 2nd Revision, **Goal Placement Survey**: Augmentative Device 2nd Revision, 1984.

16. Yoder, D. and Kraat, A., **Intervention Issues in Nonspeech Communication**. *Contemporary Issues in Language Intervention*, ASHA Press, Rockville, MD.

Please fill in the spaces with number of vocabulary items **used** by the student and the number which the student is able to combine to form messages, (whether phrases, sentences, or telegraphic messages.

Communication Techniques Used	**# of Vocabulary Items of this type**	**#used in sequence**
Verbal Approximations (having agreed-upon meaning and intelligible to familiar listeners	_____	_____
Intelligible Spoken Words	_____	_____
Gestures/Idiosyncratic Signs (common gestures and signals with meaning known to familiar partners)	_____	_____
Formal Sign Language (such as ASL or SEE)	_____	_____
Picture/Graphic Systems		
Photographs	_____	_____
Drawings	_____	_____
*graphic symbols	_____	_____
Phrases (in print)	_____	_____
Words (in print)	_____	_____
Letters	_____	_____
Average length of message using combination of above technique	_____	_____

*Please specify graphic symbol used, e.g., Bliss Board, photos, eye gaze board, etc.

Augmentative Communication Profile **Score Sheet**

Name: ACP TEMPLATE

GRAND TOTAL SCORES

PRE: N/A✓

POST: N/A

Section One: Description of Student

Item#	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	SUBSET SCORE
S1 PreTest																PRE: 0
PostTest																POST: 0

Section Two: Vocabulary and Communication Set

Item#	16	17	18	19	20	21	22	
S2 PreTest								PRE: 0
PostTest								POST: 0

Section Three: Vocabulary Development

Item#	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
S3 PreTest																			PRE: 0
PostTest																			POST: 0

Section Four: The Communication System

Item#	41	42	43	44	45	46	47	48	
S4 PreTest									PRE: 0
PostTest									POST: 0

Section Five: Communication Interaction

Item#	49	50	51	52	53	54	55	56	57	58	59	
S5 PreTest												PRE: 0
PostTest												POST: 0

Section Six: The Listening/Communication Partner

Item#	60	61	62	63	64	
S6 PreTest						PRE: N/A
PostTest						POST: N/A

Augmentative Communication Profile									Score Sheet								Tassled Lampshade				
Section One: Description of Student																					
Item#		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**					
S1	**PreTest**	6	4	6	7	8	9	3	4	2	4	8	9	7		4					
	PostTest	8	6	6	9	12	9	6	5	4	7	8	9	8	8	6					
Section Two: Vocabulary and Communication Set																					
Item#		**16**	**17**	**18**	**19**	**20**	**21**	**22**													
S2	**PreTest**	3	2	4	3	3	2	3													
	PostTest	5	2	1	4	4	3	4													
Section Three: Vocabulary Development																					
Item#		**23**	**24**	**25**	**26**	**27**	**28**	**29**	**30**	**31**	**32**	**33**	**34**	**35**	**36**	**37**	**38**	**39**	**40**		
S3	**PreTest**	3	4	5	6	5	4	3	2	1	4	3	2	5	4	6	5	4	2		
	PostTes	4	5	6	4	5	3	5	5	4	3	4	3	2	5	6	5	3	3		
Section Four: The Communication System																					
Item#		**41**	**42**	**43**	**44**	**45**	**46**	**47**	**48**												
S4	**PreTest**	3	3	3	4	4	5	4	4												
	PostTes	1	1	1	4	2	2	1	1												
Section Five: Communication Interaction																					
Item#		**49**	**50**	**51**	**52**	**53**	**54**	**55**	**56**	**57**	**58**	**59**									
S5	**PreTest**	2	3	3	1	4	6	2	3	5	4	4									
	PostTes	1	1	1	1	2	4	1	1	2	2	2									
Section Six: The Listening/Communication Partner																					
Item#		**60**	**61**	**62**	**63**	**64**															
S6	**PreTest**	2	2	4	3	3															
	PostTes	1	1	1	1	2															

Augmentative Communication Profile **Score Sheet**

Name:

GRAND TOTAL SCORES

PRE: 147

POST: 236

Section One: Description of Student

Item#		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	SUBSET SCORE
S1	PreTest	2	3	1	1	4	3	2	3	4	5	6	3	2	1	4	PRE: 44
	PostTest	5	3	4	5	5	6	6	1	4	5	6	4	5	5	2	POST: 66

Section Two: Vocabulary and Communication Set

Item#		16	17	18	19	20	21	22	
S2	PreTest	3	2	1	4	2	1	1	PRE: 14
	PostTest	3	3	2	3	3	4	1	POST: 19

Section Three: Vocabulary Development

Item#		23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
S3	PreTest	1	3	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	PRE: 42
	PostTes	1	3	2	4	3	4	3	4	4	4	2	4	3	4	3	3	1	4	POST: 56

Section Four: The Communication System

Item#		41	42	43	44	45	46	47	48	
S4	PreTest	1	1	2	1	1	1	3	1	PRE: 11
	PostTes	4	5	2	6	5	2	5	4	POST: 33

Section Five: Communication Interaction

Item#		49	50	51	52	53	54	55	56	57	58	59	
S5	PreTest	4	3	2	3	3	2	2	2	1	2	1	PRE: 25
	PostTes	5	4	4	6	4	5	4	3	3	5	1	POST: 44

Section Six: The Listening/Communication Partner

Item#		60	61	62	63	64	
S6	PreTest	3	2	3	1	2	PRE: 11
	PostTes	5	4	3	3	3	POST: 18

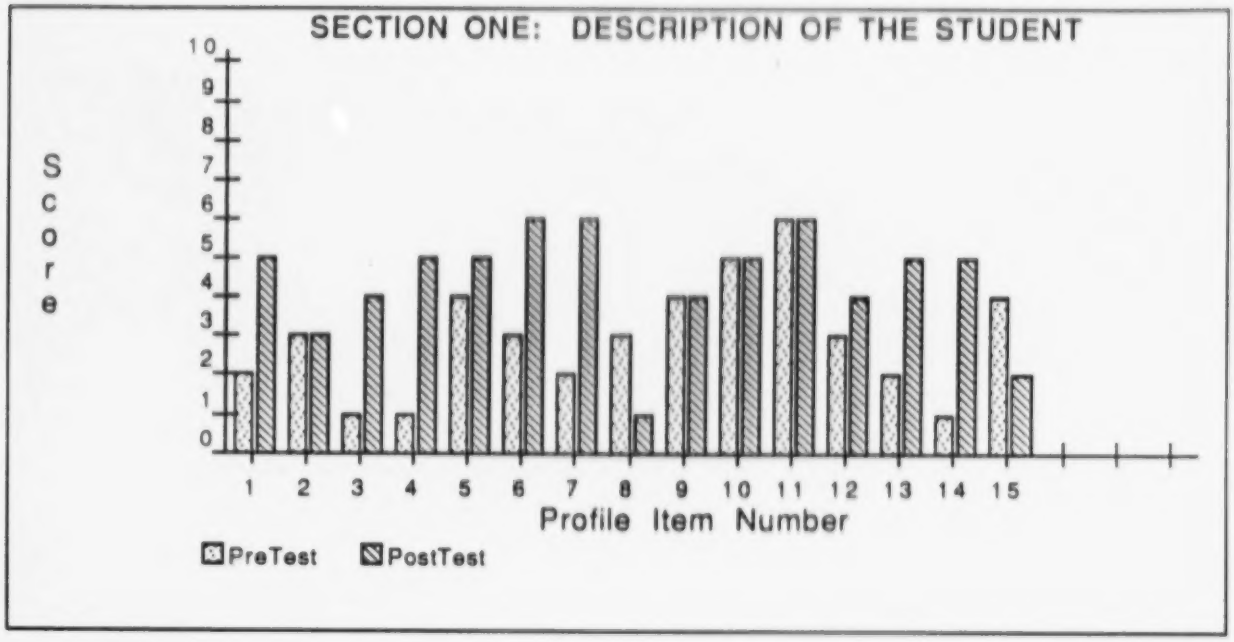

SECTION ONE: DESCRIPTION OF THE STUDENT
Score
10
9
8
7
6
5
4
3
2
1
0
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Profile Item Number
PreTest
PostTest

CHART 5

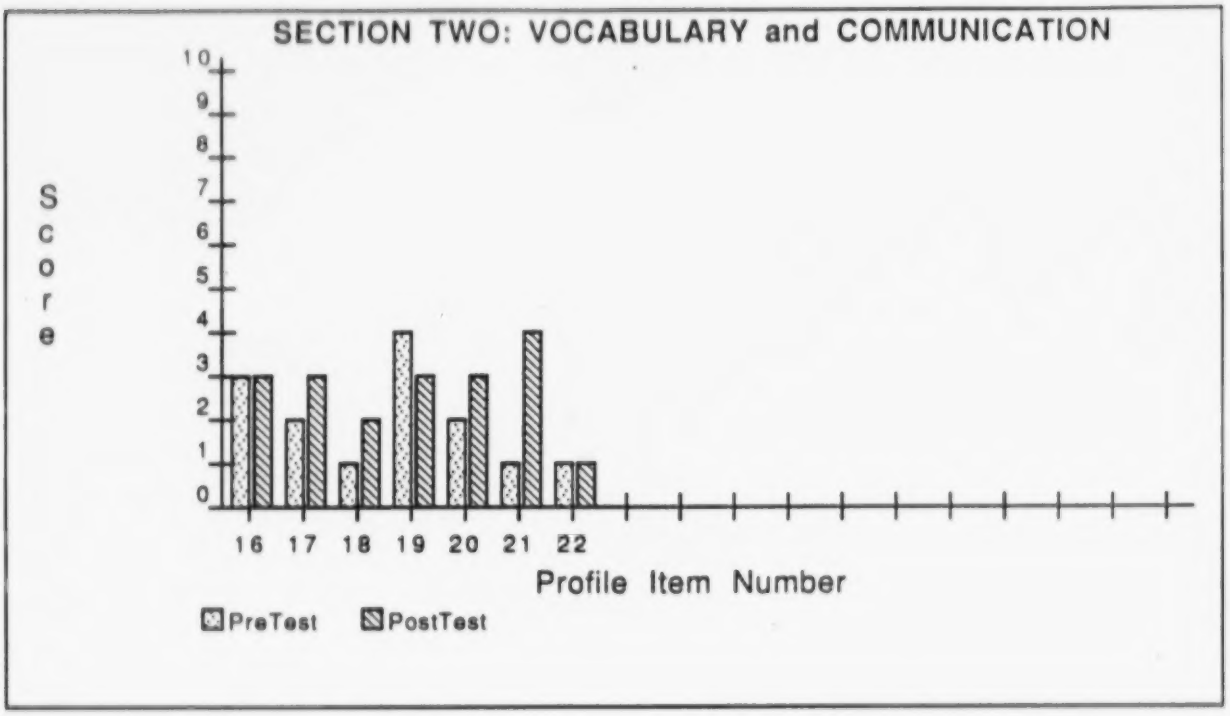
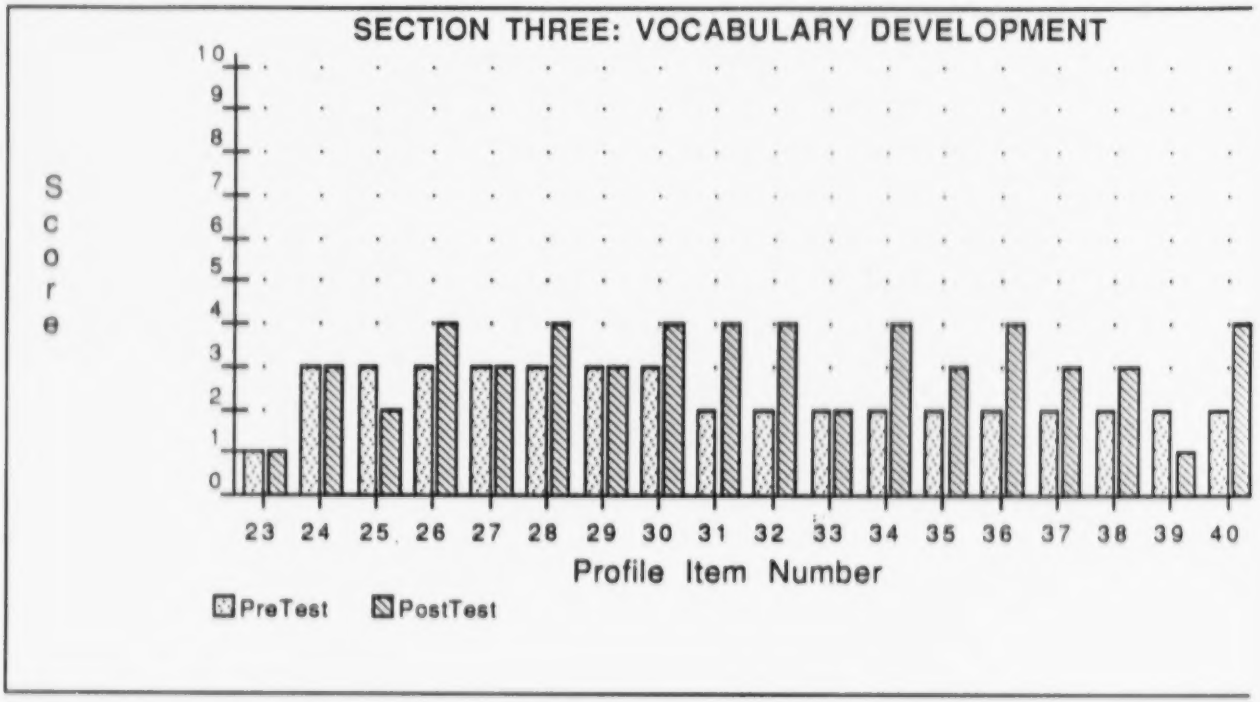

SECTION TWO: VOCABULARY and COMMUNICATION
Score
10
9
8
7
6
5
4
3
2
1
0
16 17 18 19 20 21 22
Profile Item Number
PreTest
PostTest

CHART 6


SECTION THREE: VOCABULARY DEVELOPMENT
Score
10
9
8
7
6
5
4
3
2
1
0
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Profile Item Number
PreTest
PostTest

CHART 7

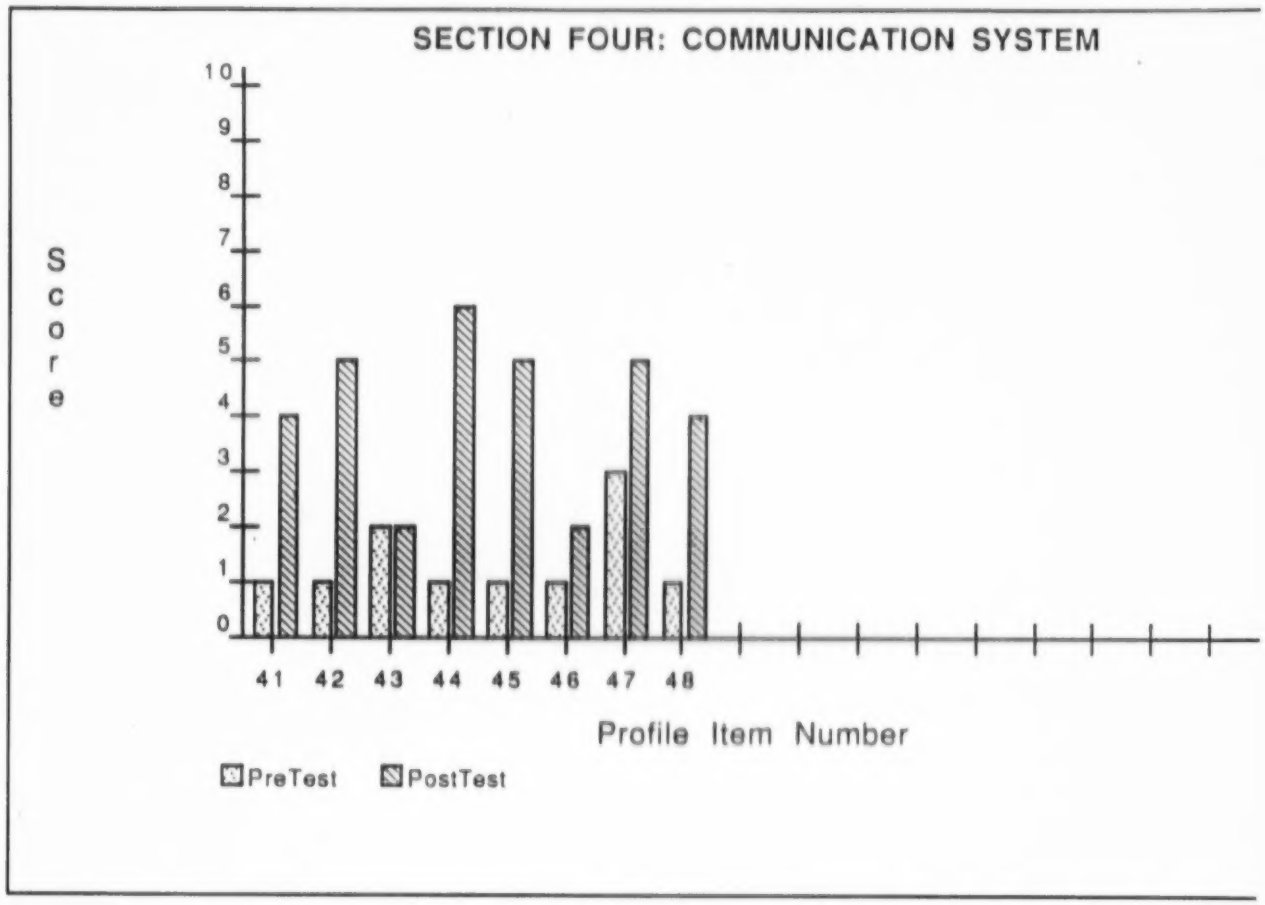
SECTION FOUR: COMMUNICATION SYSTEM
Score
10
9
8
7
6
5
4
3
2
1
0
41
42
43
44
45
46
47
48
Profile Item Number
PreTest
PostTest

CHART 8

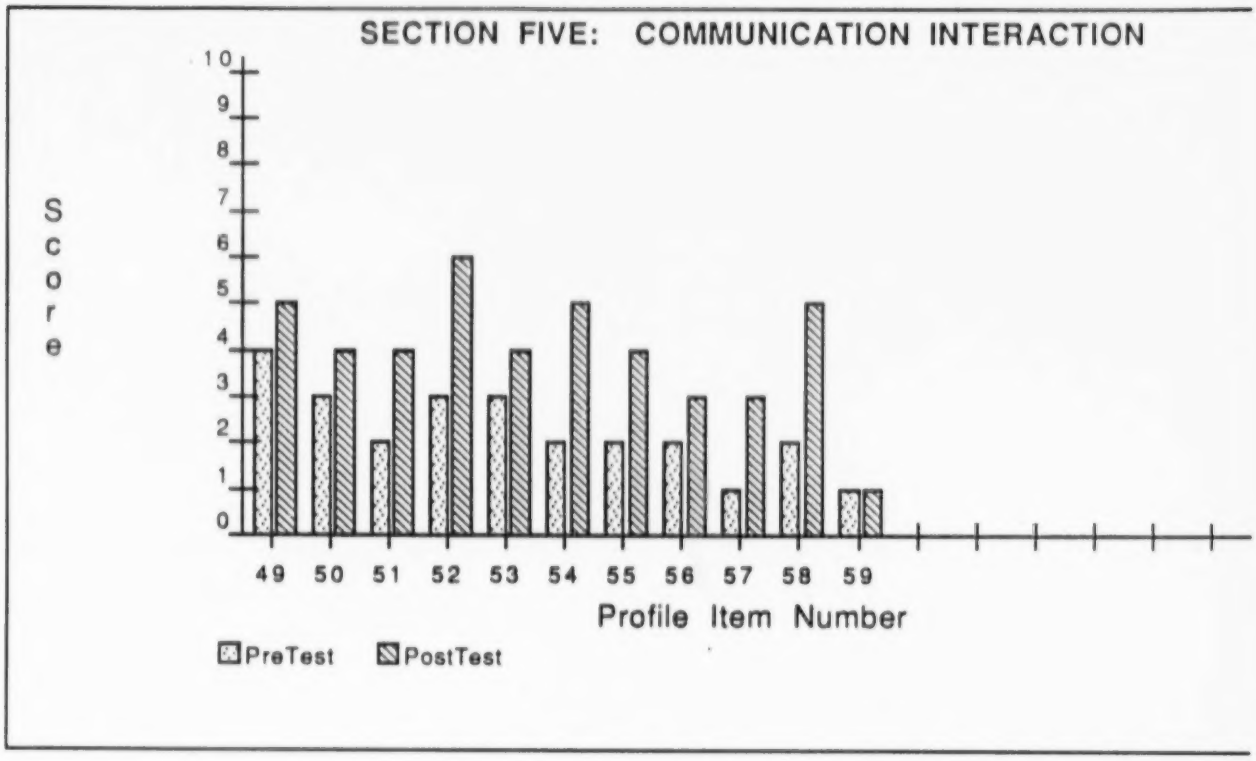
SECTION FIVE: COMMUNICATION INTERACTION
Score
10
9
8
7
6
5
4
3
2
1
0
49 50 51 52 53 54 55 56 57 58 59
Profile Item Number
PreTest
PostTest

CHART 9

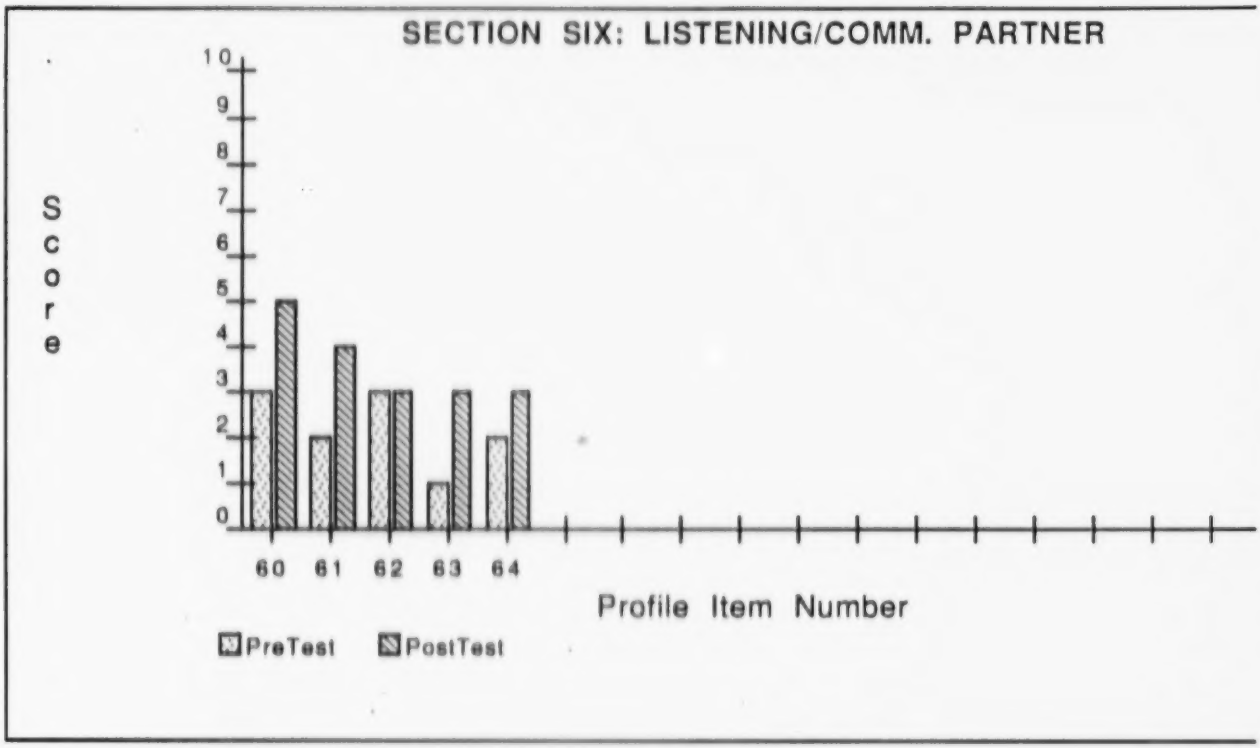
SECTION SIX: LISTENING/COMM. PARTNER
Score
10
9
8
7
6
5
4
3
2
1
0
60
61
62
63
64
Profile Item Number
PreTest
PostTest

CHART 10